



Sandfield Primary School

Subject area: Art

Intent statement: At Sandfield we intend for all children to have an appreciation of art in all its forms, foster a love of their own creativity and evaluate and learn from mistakes and setbacks along the way. Children will have the opportunity to express their ideas through a wide range of mediums including painting, collage, sculpture and printmaking. Art is taught across the curriculum with opportunities to celebrate the work of all pupils.

Knowledge, skills, and vocabulary are taught through a two-year cycle phased approach.

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> *To know how to use a variety of drawing tools –felt tips, crayons, chalk, pencils, oil pastels, paint, stampers, DoodleBuddy onipads, 2Paint on laptops, messy play mark making, marbling ink, water on surfaces, sand tray mark making * Use drawings to tell a story * Investigate different lines * Explore different textures * To know that lines enclose a space and use shapes to represent objects 	<ul style="list-style-type: none"> *Extend the variety of drawings tools * Explore different textures * To know how to make careful observation to draw landscapes and anatomy (faces, limbs) *Observe patterns 	<ul style="list-style-type: none"> * experiment with tools and surfaces * To know drawing can be used as a way of recordingexperiences and feelings * To know what shadows are and discuss the useof light and dark * Sketch to make quick records 	<ul style="list-style-type: none"> * To know there are different grades of pencils to create different effects * close observation * To know that initial sketches are a process in preparing for painting *To create accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> *Identify and draw the effect of light *To know how to draw with scale and proportion * accurate drawings of whole people including proportion and placement * Work on a variety of scales * To know how to produce computer generated drawings *To know art vocabulary and use it correctly 	<ul style="list-style-type: none"> * To know the effect of light on objectsand people from differentdirections * interpret the texture of a surface * produce increasingly accurate drawings of people * concept of perspective * To know how to choose suitable materials for the outcome * To know how a sketchbook develops ideas 	<ul style="list-style-type: none"> * To know the effect of light on objectsand people from different directions * interpret the texture of a surface * produce increasingly accurate drawings of people * concept of perspective * To know how to make a variety of marks with wet and dry media * To know how a sketchbook develops ideas * To know and identify artists who have worked in a similar way to their own work
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> *Experimenting with and using primary colours * To know the names of colours *To know that mixing colours makes new colours * To know names of different tools that bring colour * Use a range of tools to make colouredmarks. 	<ul style="list-style-type: none"> *To know a range of colour names To know that different brush sizes produce different effects * To know how to mix colours *Find collections of colour shades * applying colour witha range of tools 	<ul style="list-style-type: none"> * Begin to describe colours by objects * Know how to make as many tones of one colour as possible (using white) * Know how to darken colours without using black * using colour on a large scale 	<ul style="list-style-type: none"> * To know how to mix a range of colours and know which primary colours make secondary colours * Make colour wheels * Introduce different typesof brushes * To know specific techniques to apply colour - dotting, scratching, splashing * To work confidently on a range of scales eg. Thin brush on small painting 	<ul style="list-style-type: none"> * To know how to colour mix and match; tint, tone, shade * observe colours * To know and select suitable equipment forthe task *To know how colours reflect mood 	<ul style="list-style-type: none"> * To explore and know the terms hue, tint, tone, shades and mood * explore the use of texture in colour * To select colour for specific purposes 	<ul style="list-style-type: none"> * To explore and know the terms hue, tint, tone, shades and mood * explore the use of texture in colour * To select colour for specific purposes * To know colour can express feelings
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> * Handling, manipulating and enjoying using materials - playdough, clay, sand,messy play, food models, collage materials, recycled materials *Sensory experience *To know how to create simple collages 	<ul style="list-style-type: none"> * To know a variety of techniques including weaving and collage * To know how to sort according tospecific qualities * To know how textiles create things 	<ul style="list-style-type: none"> * overlapping and overlaying to create effects in collage *To know how to use large eyed needles – * running stitches and start to explore other simplestitches *Simple appliqué work 	<ul style="list-style-type: none"> *To know how to use smaller eyed needles and finer threads to sew To know a range of sewing stitches * To know names of materials and equipment they use * To know how to use a variety of techniques such as weaving, printing, and applique 	<ul style="list-style-type: none"> *To know a wider variety of stitches and joining techniques * observation and design of textural art *experimenting with creating mood, feeling, movement- *To know the names of different fabrics 	<ul style="list-style-type: none"> *To use stories, music, poems as stimuli * To know how to select and use materials * To know how to embellish and work *To know and identify artists using textiles 	<ul style="list-style-type: none"> * To develop embellishing * Applies knowledge of different techniques to express feelings * Work collaboratively on a larger scale * To know how to adapt, extend and justify their work.

<p>Form (3D work, clay, dough, boxes, wire, paper sculpture)</p>	<ul style="list-style-type: none"> *Handling, feeling, enjoying and manipulating materials *To use a variety of construction materials *Building and destroying *To know how to shape and model playdough/clay * To know how to use simple tools to effect changes to a material 	<ul style="list-style-type: none"> *Construct *Use materials to make known objects for a purpose *Carve *To know how to pinch and roll coils and slabs using a modelling media such as clay * To know how to make simple joins on recycled materials 	<ul style="list-style-type: none"> * Awareness of natural and man-made forms * To know safety and basic care of tools *Expression of personal experiences and ideas * to know how to shape and form from direct observation (malleable and rigid materials) * decorative techniques * Replicate patterns and textures in a 3-D form * To know what a sculpture is and look at work of sculptors 	<ul style="list-style-type: none"> *To know how to shape, form, model and construct (malleable and rigid materials) * To know how to Plan and develop ideas and end product * To know a range of different adhesives and methods of construction * To know how to plan, design and make models with suitable aesthetics (Building air raid shelters) 	<ul style="list-style-type: none"> * To know how to Plan and develop ideas and end product * Experience surface patterns / textures * To know how to evaluate own work and work of other sculptors * To analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> * To know how to plan and develop ideas * To know how to shape, form, model and join with confidence * observation or imagination * properties of media * To know how to evaluate own work and work of other sculptors * 	<ul style="list-style-type: none"> * To know how to plan and develop ideas * To Shape, form, model and join with increasing independence * observation or imagination * properties of media * To know how to evaluate own work and work of other sculptors (Building fairgrounds)
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> * To know how to make rubbings of textured objects * Print with variety of objects *To know how to print with block colours 	<ul style="list-style-type: none"> *To know how to create repeated patterns *Develop impressed images *Relief printing *To know suitable language to describe patterns in the environment 	<ul style="list-style-type: none"> *To know how to print with a growing range of objects * Identify the different forms printing takes To know how to describe patterns of increasing complexity and repetition 	<ul style="list-style-type: none"> *To know what relief and impressed printing is * recording textures/patterns * To know what monoprinting is * To know that colour can be mixed through overlapping colour prints 	<ul style="list-style-type: none"> * To know a sketchbook can be used for recording textures/patterns * Interpret environmental and manmade patterns * To know how to modify and adapt print 	<ul style="list-style-type: none"> *To know how to combine prints * design prints * make connections * To know how to evaluate and discuss evaluate own work and that of others 	<ul style="list-style-type: none"> *Builds up drawings and images of whole or parts of items using various techniques * To know what screen printing is * Explore printing techniques used by various artists (lino print) <ul style="list-style-type: none"> • To know how to print on both paper and fabric
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> *To know that patterns repeat * irregular painting patterns * To know what simple symmetry is (eg. Butterfly art folding paper in half) 	<ul style="list-style-type: none"> *Awareness and discussion of patterns * To know how to create a repeating patterns * To know what symmetry is 	<ul style="list-style-type: none"> *Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning * natural and manmade patterns *To know vocab to discuss regular and irregular patterns 	<ul style="list-style-type: none"> * To explore patterns in the environment and know vocab to describe them * To know how to design patterns using ICT * To know patterns can be made on range of surfaces * To know and identify symmetry in artwork 	<ul style="list-style-type: none"> *To explore environmental and manmade patterns and know vocab to describe them * To know what tessellation is and identify it in artwork 	<ul style="list-style-type: none"> * Create own abstract pattern to reflect personal experiences and expression * To know how to create pattern for purposes 	<ul style="list-style-type: none"> *Create own abstract pattern to reflect personal experiences and expression (Fairground art) * To know how to create pattern for purposes
<p>Vocabulary</p>	<p>Line, thick, thin, wavy, straight, pencil, mark making, colour, texture, shape, size, texture, experiment, explore, control, glue, sticking, paper, fabric, imagination, practice, decorate, media</p>	<p>Observation, scale, line, soft, broad, narrow, fine, pattern, detail, bold, texture, smooth, rough, wrinkly, bumpy, colour, tone, shiny, light/dark, pale, deep, shape, mixing, primary colours, tones, techniques, layering, mixed media, materials, products, manipulate, clay, safety, tools, experiment, properties, paint, create, texture, construct, join, surface, variety, image, media, fabric, stitch, decorate, apply, dyes, weaving, printing, found objects, repetition, motifs</p>	<p>Charcoal, pencil, pen, chalk, pastels, grades, forms, dimensions, variations, tone, pattern, texture, proportion, emotion, expression, primary/secondary colours, mix, tints, shades, experiment, effect, texture blocking, washes, layering, brush, record, observe, review, revisit, improve, master, design, techniques, materials, create, surface, pattern, modelling, join, construct, shape, develop, slabs, coils, range, collage, overlapping, layering, represent, printing, dyeing, weaving, stitching, develop, relief, overlays</p>	<p>Observation, photography, visual images, lines, marks, tone, form, texture, pattern, shape, wet media, dry media, tonal, contrast, mixed media, shading, hatching, blending, perspective, composition, focal point, horizon, foreground, middle ground, background, sketchbooks, record, observations, review, revisit, improve, design, techniques, materials, mix and match, atmosphere, complementary colours, pattern, sculpture, collage, media</p>			